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OF NORTH AMERICA

AMERIKA ESPERANTISTO

OFFICIAL ORGAN of

The Esperanto Association of North America, Inc.

a propaganda organization for the furtherance of the study and use of the International Auxiliary Language, Esperanto.

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AMERIKA ESPERANTISTO

CLUB DIRECTORY

This department is conducted solely for the benefit of our organized groups throughout the country. It furnishes a means of keeping in close touch with the work in other cities, for the exchange of ideas and helpful suggestions, and for the formation of valuable friendships in a united field of endeavor.

Groups are listed for 12 issues of the magazine, at a cost of only 25 cents for the two-line insertion. Extra lines are 10 cents each additional. The heading,—name of city or town—is inserted free. This matter warrants the immediate attention of every club secretary.

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Berkeleya Esperanta Rondo.—Classes Monday and Tuesday evenings at 8.00.—Meetings Thursday evenings at 2508 Vine St. Address Vinton Smith, 530 62nd St., Oakland. Calif.

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San Francisco Rondo, meets Third Friday eve., Rm. 315 Lick Bldg., 35 Montgomery St. F-ino M. D. Van Sloun, Sec'y, 946 Central Av.

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Montreal Esperanto Society, Group No. 1. Room 13, Tooke Bldg., St. Catherine St. Meets Wednesday evening at 8.00 o'clock.

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La Kabea Esperanta Klubo, 1389 Quincy St., kunvenas Jaŭdon vespere. 19

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CHICAGO ILLS.
La Gradata Esperanto-Societo, Dvorak Park. Jaroslov Sobehrad, Sec'y. 1116 W. 19th Place.

La Esp. Oficejo. 1669 Blue Island Ave. Kunvenas 2an kaj 4an sab. ĉiumonate. 19

BOSTON, MASS.
Boston Esp. Soc., 402 Pierce Bldg., Copley Sq. Meets Tues., 7 P.M. Miss A. Patten, Sec.

WORCESTER, MASS.
Worcester County Esperanto Society. Business Institute, every Friday, 8.00 P.M.

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Detroit Esperanto Office, 507 Breitmeyer Bldg., open daily. Library at disposal of everybody daily, 7 A.M-9P.M., except Tues. and Fri. Classes meet Tues. and Fri., 8.10 P.M.
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MANCHESTER, N. H.
Pionira Grupo. Sek., Daisy E. Flanders, 714 Beech St. 19

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"I.O.O.F. Esperanto Club No. 1 of Greater N.Y." meets every Tuesday at 8.30 P.M. in 61 First St., 3rd Floor West. All welcome. Pres., Mrs. M. O. Haugland; Sec'y Wm. Preusse; Instructor, A. Mendelson. Address all communications to the secretary at above address.

BUFFALO, N. Y.
Buffalo Esperanto Society, A. E. Warren, Pres.; Miss Ray Morris, Sec.; meets Thursday evenings at 60 High St. 19

NEW YORK CITY, N. Y.
The Greater New York Esperanto Society, including all chartered clubs in Manhattan, The Bronx, Brooklyn, Queens, Richmond, Long Island, Westchester County and the New Jersey suburbs, Miss Leonora Stoeppler, Sec., 105 W. 94th St.

The New York Barĉo, or Esperanto supper, is held on the THIRD FRIDAY of every month (6.30 P. M.). Hotel Albert, Cor. 11th St. and University Place, near Broadway surface car; Subway 8th and 14th Sts.

La dimanĉa kunveno, al kiu ĉiuj estas bonvenaj, okazas je la tria horo, posttagmeze, ĉiun dimanĉon, ĉe la loĝejo de S-ro Joseph Silbernik, 229 East 18th St., Manhattan.

CLEVELAND, OHIO.
La Zamenhofa Klubo; S. Kozminski, Sek., 3406 Meyer Ave.

PHILADELPHIA, PA.
Phila Esp. Soc. J. F. Knowlan, Sec., 45 No. 13th St. Meets 4th Fri., Bingham Hotel, 11th and Market Sts.
Rondeto de Litovo-Polaj Esperantistoj, 2833 Livingston St.
Esperanta stelo de Polujo.. Sekr., S. Zysk. Kunvenas mardon vespere inter 8-10 h., 507 N. York Ave. 19

PITTSBURGH, PA.
Esperanto Sec., Academy of Science and Art. James McKirdy, Sec., Box 920. Fridays, 8 P. M.

MILWAUKEE, WISC.
Hesperus Esperantists. S-ino B. H. Kerner, Sek., 629 Summit Av., 3d Tuesdays, 8 P.M. 19

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A UNIVERSAL LANGUAGE

For hundreds of years men of every race, color, creed, and tongue have heard and enjoyed the songs of the world. Bach, Chopin, Verdi, Wagner, and Beethoven have composed, and men have sat spellbound at the interpretations of Paderewski, Mme. Correno, or some other modern pianist. No one thinks to ask how it is done. They all know. The notation is universal, and has been since the time of Franco of Cologne, in the twelfth century.

It is hard to think of the world using any other system in mathematics than the Arabic system. Three centuries ago this plan first came into general use. Now it is universal. No one would think of using any other.

The present development of natural science owes its growth to Latin. What endless confusion would be wrought in the scientific world if each nation should choose to name its insects, animals, bacteria, fish, plants, and so forth, in its own particular tongue. It is almost needless to point out the incalculable value of universalization of terms in medicine.

Marine signalling, too, has been internationalized, and the sailors are safe-guarded now more than ever before.

Such are a few of the advantages of universalized art, science, and commerce. How much greater would be the profit to be derived from an international language?

Everywhere in the business world, the word **"efficiency"** stands out preeminently. Efficiency experts are inspecting employees' methods, are supervising all kinds of manual labor, and are evolving

well-oiled machinery from the chaos and waste energy of many business houses. Yet, in all this propaganda for efficiency, has anyone stopped to ask the simple question: "Would it not be far more efficient to transact our business with France, Spain, Brazil, Italy, Sweden, and other countries, in an international language?" To do business with nations speaking foreign tongues, a knowledge of their speech is necessary. How much simpler would be the problem, if an international language, capable of mastery in a few months, lucid, and regular in vocabulary, syntax, and pronunciation should be substituted?

Ever since the first Hague conference, in 1899, men have been gathering from all over the world to discuss affairs of international policy, law, and relationship. Every world congress has been marked by misunderstandings and loss of time and temper because of the differences among the languages. In this matter, also, we can see the need of a speech known to all.

Some one asks: "Is it possible to have a language universally known?" Yes. During the time of the Roman emperors, the language used among nations was Greek. The Koine or common dialect was the universal medium of communication for all the nations about. If it was possible, at one time, to have a common language, why would it not be possible, in this age of infinitely greater refinement and education, to do the same?

Now the question arises: "What language is there extant which possesses the qualities named above? Greek is out of the question. A universal language has no need for nine hundred possible forms of the verb. Latin is impossible for nearly the same reason. German may be discarded because of its four cases, French because of its difficult pronunciation, and, in fact, all national languages because of their irregular forms. The need, then, seems to be for an artificial language, easily pronounced, with a simple, regular grammar, and with roots from each of the greater national tongues.

For ages men have recognized this imperative need and have endeavored to satisfy it. Even as early as 1629, the philosopher, Descartes, forecast a scheme which has since been realized.

The first plan which attained any notable recognition, was invented by Bishop Schleyer, of Litzelstetten, in Northern Germany, and was called Volapuk. This is said to have had over a million devotees.

Volapuk has been called the invention of a "white night." One evening in March, 1879, the good Bishop Schleyer, cure of Litzelstetten, was unable to sleep. Finally, arising, he went down to his study. Here, his brain, charged as it was with a knowledge of fifty-odd languages, evolved Volapuk. Like Athene, who sprang, fully armed, from the head of Zeus, Volapuk came into the world.

Entirely ignorant of the language mentioned above, a Polish doctor, Louis Lazarus Zamenhof, invented, in 1887, an international language known as ESPERANTO. This is the artificial speech which has had the greatest success and following.

ESPERANTO had a far different birth from Volapuk. No man evolved it in a night. Dr. Zamenhof, while yet a boy, thought of the subject of an international language, and seriously turned his attention to it. With the aid of some of his school friends, he formed a rough

draft of the language, which they used to speak among themselves. Then Zamenhof began the study of English. So impressed was he by the simplicity of its syntax, that he immediately set about remodelling ESPERANTO. As his knowledge and experience broadened, so the language grew in scope, so that, in 1887, eleven years after its birth, Louis Lazarus Zamenhof gave ESPERANTO to the world.

I have named above only two of the many schemes for universal languages. In all, ranging in time from 1629 to 1907, there have been over seventy-five different plans devised.

Out of all these varied schemes, ESPERANTO has alone proved practical. Volapuk, as originally written, was formed on Latin roots, but these had been so twisted and deformed to meet the exigencies of the grammar, that they were, in most cases, completely disguised. This led to various improvements, suggested by anyone and everyone. These changes were so diverse, that finally a board was appointed by the Volapukists all over the world, which met to correct the language. Here, again, they were unable to progress because of party dissensions Idiom Neutral was finally evolved from the chaos, but even this is so unsettled in form as to be impracticable for a world speech.

Of all the plans for universal languages, ESPERANTO has proven itself the ideal. Its vocabulary is of a more neutral stock than any of its predecessors. Its roots are derived from the Romance Languages, English, German, and Latin, and it is easily pronounced, the stumbling block "TH" being absent. Unlike Volapuk and Idiom Neutral, ESPERANTO is today as its inventor gave it to the world. Search as they will, critics can find no faults in its structure.

Perhaps its greatest recommendation is that it has been in use for over thirty years, and has already been proved to be of solid value. It is now spoken by more people than the combined populations of Switzerland, Denmark, and Belgium. It has been proved practical by ten World's Congresses, and there are fifty publications in the language. Switzerland is using ESPERANTO in her repatriation work. France and Germany have been using the language to disseminate their war reports, and, in 1907, in England alone, there were thirty schools where the language was taught, and over seventy ESPERANTO Societies.

Thinking men can find but one objection to ESPERANTO. The substance of it is this: ESPERANTO would upset the present status of things by detracting from the patriotism of the various nations. The answer: ESPERANTO does not aim to take the place of the existing national languages. It is merely an efficient means of communication between persons of different nationalities. ESPERANTO can never take the place of the national languages, for an artificial language can never express the shades of meaning so delicately brought out by the present world tongues. It forms, however, a convenient, business-like, efficient substitute, which, if adopted, will greatly simplify international business and political relations, and bring about a better understanding and world fellowship.

After the great struggle which is now raging in Europe, will come a period of tremendous rebuilding. Germany and Austria, though crushed, will strive to rally their commerce. We shall need men, ships, brains, and, above all, efficiency. Let us not continue, as before, to

carry on our business in a **babel** of tongues, but let us take one grand, decisive step, and put the business of the world on a sounder basis.

We have seen the need—ESPERANTO brings the answer.

L. Burton Crane, Jr.

MY EXPERIENCE WITH ESPERANTO

I have been asked to state a few reasons why Esperanto is a subject that should be taught in the common schools throughout the land.

The reasons that occur to me are manifold. They press upon me with such force that it is hard to decide which should be given first But I will begin with

Its Attractiveness.

There is for many, both young and old, a real fascination in the study of Esperanto. This is no doubt due in part to its simplicity, its regularity, its adaptability, and its sweet reasonableness. At any rate, it has a **pull** when once it has a chance. For more than a decade—ever since 1906—I have taught a class in the Roxbury Latin School. This class assembles **after the work of the day is over,** and frequently wishes to remain longer when the time is up. They get no credit for what they learn—only the fun of study, and no one is compelled to come. Is there another subject which has such drawing power? Would the extraction of cube root, of the mysteries of the French irregular verbs, or the anomalies of English Grammar, or even the story of Cambuscan bold lure a dozen or more live boys at the close of a day's work when their mates are just throwing off all restraint? I have never tried them, but others have, with but indifferent success except when the exercises were involuntary.

I have said the fascination, I suspect, is due to four qualities. My theory is confirmed by an experience in the class to-day (April 8). A little fellow, about four feet tall, inquired: "What is 'flashlight' in Esperanto?" I said: "I don't know; I never saw it. Let us see what it would be. There is **lum-o** (n.), 'light'; **lum-a** (adj.), 'light'; **lum-ig-i,** 'to cause to be light'; **lum-ig-il-o,** an instrument that causes light; **ek-lum-ig-ilo,** an instrument that suddenly causes light; a flashlight." And when I wrote the full word on the board, a veritable thrill ran through the class—almost comparable with that which Dr. Galle must have felt when he first discovered Neptune, the eighth planet of the solar system.

Its Profitableness.

A second reason for the study of Esperanto is because of its economy: with a minimum of time one gets a maximum of knowledge. Euclid well said to Ptolemy: "There is no royal road to geometry"; but Zamenhof has shown to the world that there **is** a highway of language, straight as the railway between Moscow and Petrograd, in which all men may walk and commune with each other pleasantly on the way. The time necessary to learn Esperanto grammar we call an hour, though it would be a dullard who could not make it his own in half that time. But grammar is not all there is in language. How long will it take to become an expert? That depends, of course, on many things. A knowledge of English helps much; so does a knowledge of any other tongue known to Western civilization. On the other hand,

I once read in a Japanese Esperanto journal (in the Esperanto column, not in the Japanese), that any intelligent native of Japan who knew no occidental language whatever, could learn to speak and write Esperanto in **six weeks.**

So much for the minimum of time: now as to a possible result. If all the world, not younger than the seventh or eighth grade in our common schools, were to devote half an hour a day to the study of Esperanto, five days each week for one school year,—at the end of that time all the world could read, write, and speak a common language; could transact business, engage in conversation with each other, understand, and be understood. Could such a miracle be performed by the study of any other language, living or dead? If so, let it be done forthwith: for of all desirable things this is one of the most pressing, that men understand each other—immediately and in-mediately.

This is not academic theory. I have seen it in practice. I have heard a boy of 12 speak Esperanto as readily as his own native tongue; I have heard questions debated in Esperanto with true oratorical fire by disputants of widely different nationalities; I have heard a man address a multitude composed of people from a score of different countries in the English tongue, and could see that perhaps one-tenth understood: then I have heard a man take those words hot from the speaker's lips and render them into glowing Esperanto, whereat **all** understood as evidenced by laughter, cheers, applause, and by that light such as never was on sea or land except in the human face when the soul shines through. Such an experience would convince the most skeptical that the world needs Esperanto in order to be efficient.

But in order to spread a knowledge of Esperanto quickly and widely, it should form a part of our system of education like any other subject. If children were not **required** to attend school, we should be a nation of illiterates. If Arithmetic were left optional to the child, not 10 per cent in our schools would ever master the mysteries of Addition. If Geography were the optional subject, few would know the difference between Singapore and Sing Sing (or Ossining) or would know whether Nineveh and Tyre are modern cities or were islands of antiquity.

A Prelude to Other Languages.

Esperanto is unusually well adapted to introduce a young child to a language other than its own. Many of the root words are from his own language (if he is an occidental) and already known. The construction of its words and sentences is the simplest possible, and there are no exceptions to its rules. There is but one law of accent—stress the syllable **before the last**; and one law of spelling—spell exactly according to the sound. There is but one declension, with two cases; and but one conjugation, having 12 forms in all, with no irregular verbs.

A Substitute for Other Languages.

In many schools of our land foreign languages have been debarred. Into such a gap Esperanto might readily fall with no possible objections on the ground of patriotism. It is the language of **no country** but of all countries. There is not a civilized land or a great city where it is not known and understood by some; yet it propagates no cult, spreads no dangerous doctrine, champions no cause. It is a medium of

communication between man and man; capable of uniting **all** men in a common bond.

Its Cultural Value.

Esperanto is an instrument of culture. By the processes of word building the child is taught to discriminate, to weigh his meanings, to be clear and precise. The translation either way is not a puzzle, but a natural consequence of the application of new and agreeable knowledge. After a little, the pupil becomes convinced that here is a language which it is possible to master—a thing which can be said of none other, even his mother tongue. This fact gives him courage and even enthusiasm.

But if these strong reasons exist, why is it not already in the schools? This query may be fairly answered by another—why is it not in yours? Perhaps it is. Perhaps you belong to those imperishable people where there is a **vision**, and your eyes look far adown the vista of the future yet to be. Some countries are pioneers in this enterprise. Esperanto is already officially taught in parts of England, Scotland, Finland, China, France, Portugal, and Brazil. Are there not many communities in our broad land which ought to be centers whence may spread a knowledge that shall fill the earth and make a League of Nations by language if not by law?

D. O. S. Lowell.

WHY ESPERANTO?

The Esperantist by no means proposes that all study of foreign languages be abandoned. We merely feel that the world language should come first and be read, **written** and **spoken.** A reading knowledge of any one or more foreign languages is highly desirable. French, which seems to us more culturally important than any other foreign language, has been given special treatment. Spanish, the tongue of nearly all South America, is here chosen as a typical Romance language. German, the typical Teutonic, even if at present somewhat in disfavor, contains many highly scientific works for the specialist. The Slavic type, represented by transliterated* Russian, is spread over Europe and Asia from the Adriatic to the Behring Sea, the tongue of new ideas, of a new commerce. Esperanto, the uniting tongue of tomorrow and of all races, the "Latin of Democracy," has spread into every continent and every nation, but is here to be considered as the stepping stone to other languages.

GRAMMATICAL ENDINGS OF ESPERANTO

-O, sign of the noun—derivation: o is the most common sounded final vowel in nouns in Latin and hence in tongues derived from Latin.

French theàtre; Spanish teatro; Esperanto teatro; German Theater; Russian teatr'.

-A, sign of the adjective—der.: a is a common vowel ending in Latin adjectives; it also occurs in the Slavic genitive (adjectival) case; e. g., teatra.

F. brun; S. bruno; E. bruna; G. braun; R. burii.

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*In the Russian **i** as in machine, i as in it, ' follows hard consonant. The transliteration is makeshift merely and doubtless contains errors.

-E, sign of the adverb—der.: e is frequently found as an adverb ending and in the Latin ablative and Russian locative (adverbial) cases.
F. bien; S. bien; E. bone; G. wohl; R. dobro.

-J, sign of the plural—der.: this (y) sound is found in the Greek and Latin plural nominative (e. g., bona**e**, ag'atho**i**) also in the Russian.
F. nations; S. naciones; E. nacioj; G. Natione; R. natsii.

-N, sign of the accusative—der.: the Greek accusative -n the Latin -m, compare the English him, German ihn.
F. frère; S. hermano (fraternal); E. fraton; G. Bruder; R. brata.

-I, sign of the infinitive—der.: i is the accented vowel of many Latin infinitives, (4th declension) hence frequent in derivatives.
F. entendre (auditoire); S. oir (audiencia); E. aŭdi; G. hőren (Audienz); R. slisha (audientsiya).

-U, sign of the verb imperative—der.: compare Greek biloo, English 'would that': it clearly distinguishes the imperative from the other verb forms.
F. lesez vous; S. lee usted; E. legu; G. lesen Sie; R. chitai.

-S, sign of the verb indicative and conditional (found only in combination with tense signs)—der.: s is commonest final consonant in Latin and derived conjugations; compare English has.
F. as (, avons, avez); S. has (, hemos, habeis); E. havas; G. habst; R. imyeesh.

-NT-, sign of the active participle (following the tense signs -A-, -I-, and -O-)—der.: from the Latin e. g., amans, amantis; compare the English -ing.
F. amant; S. amando; E. amanta; G. liebend; R. lyubashii, lyubivshii.

-T-, sign of the passive participle (following the tense signs -A-, -I-, and -O-)—der.: from the Latin e. g., amatus; compare the English -ed.
F. aimé; S. amado; E. amata; G. geliebt; R. lyubimshii , lyubennii.

-A-, sign of the present time—der.: Latin first conjugation present.
F. il aime; S. el ama; E. li amas; G. er liebt; R. on' lyubit'.

-I-, sign of the past time—der.: Latin perfect.
F. il aima; S. el amo; E. li amis; G. er hat geliebt; R. on' lyubil'.

-O- sign of the future time—der.: Latin future, compare Greek future participle **lyson.**
F. il aimera; S. el amara; E. li amos; G. er verde lieben; R. on' budet' lyubit.

-U-, sign of the conditional—der.: compare English should, would: the -u- clearly distinguishes this mood yet correlates it to the imperative (optative).
F. il aimerait; S. el amaria; E. li amus; G. er würde lieben; R. on' lyubit' bi.

Summary

-o: noun **-a**: adjective **-e**: adverb **-j**: plural **-n**: accusative **-i**: infinitive.
-as: indicative present **-ant(a)**: pres. act. participial (adj.) **-ata**: pres. pass. part. adj.
-is: indicative past **-int(a)**: past act. participial (adj.) **-ita**: past pass. part. adj.
-os: indicative future **-ont(a)**: future act. participial (adj.) **-ota**: future pass. part. adj.
-us: conditional **-u**: imperative

ESPERANTO FOR MENTAL DISCIPLINE

Word-Building

Below is an illustration of word-building in the international language. A series of logically related words is formed from the fundamental root by the simple addition of the grammatical endings and affixes. Both root and appendages remain invariable throughout. Such a process, natural as it is, is seen only in its rudiments in other languages. It may be applied to any root in Esperanto. The example here given is taken from Zamenhof's **Ekzercaro**, the standard elementary course in International, with the addition of an English translation.

Root: SAN-, "health" (Lat. san-us) as seen in Eng. sanitary, Fr. sain, Span. sano, etc.

SANo—health
SANa—well
SANe—soundly
SANi—to be well
SANu!—your health! (toast)
SANiga—curative
SANeco—soundness
SANilo—means of preserving the health
SANigi—to cure
SANiĝi—to get well
SANejo—health resort
SANisto—health officer
SANulo—able-bodied man
malSANo—disease
malSANa—sick
malSANe—morbidly
malSANi—to be sick
malSANulo—invalid
malSANiga—unwholesome
malSANiĝi—to get sick
malSANeta—indisposed
malSANema—sickly
malSANulejo—hospital
malSANulisto—sick-nurse (male)
malSANero—symptom
malSANeraro—body of symptoms
SANigebla—curable
SANigisto—healer
SANigilo—cure
reSANigi—to restore to health
reSANiĝanto—a convalescent
SANigilejo—dispensary
SANigejo—sanitarium
malSANemulo—semi-invalid
SANilaro—health arrangements
malSANaro—category of diseases
malSANulido—child of diseased parents
neSANa—unwell
malSANado—course of a disease
SANulaĵo—meat of a healthy animal
malSANeco—sickness
malSANemeco—sickliness
SANiginda—worth curing
SANilujo—case for gymnastic apparatus
SANigilujo—medicine case
remalSANo—relapse
remalSANiĝo—relapsing
malSANulino—sick woman
SANigista—of a healer
SANigilista—of an apothecary
SANilista—of a physical trainer
malSANulista—of a sick-nurse (male)

Etc., Etc.

(The series may be freely continued within only the limits of logic and common sense.)

Above are 52 combinations of one single root. Notice that the one root is always present to signalize the common idea; compare the English. Likewise a single affix expresses ever the same idea.:

lernejo—school
ĉevalejo—stable
kombejo—barber shop
manĝejo—restaurant
loĝejo—lodgings
hundejo—kennel

(1.) From **any** given root we can form noun, adjective, adverb, and verb by a simple interchange of the characteristic endings -O, -A, -E, -I (infinitive), a procedure possible in no other language: e. g. **ĝojo** (joy"), **ĝoja** ("glad"), **ĝoje** ("gladly"), **ĝoji** ("to rejoice").

(2.) From a given word we can form all derivatives by means of affixes added to an invariable stem, a process of which we see but the rudiments in other languages: e. g., mal**ĝojo** ("sorrow"), re**ĝoji** ("to rejoice again"), **ĝoj**ado ("rejoicing"), **ĝoj**ego ("exultation"), **ĝoj**ema ("buoyant"), **ĝoj**igi ("to cause to rejoice"), **ĝoj**ulo ("a man of joy"), mal**ĝoj**ulo (" man of sorrows"), etc.

(3.) Any root may be combined with any root in the formation of compounds provided they make good sense: a far more limited application of this principle is what gave Greek and gives German its native vigor and richness: e. g., **antaŭparolo,** "preface" (lit. "before-speech"), **fervojo,** "railway" (lit. "iron-way"), **matenmanĝo,** "breakfast (lit. "morning-meal"), etc., etc.

The **17 Grammatical Endings** of Esperanto cover all necessary inflectional material for the fullest expression of human thought: the hundreds and thousands of additional forms in the other languages offer nothing but **superfluous ballast,** yielding nothing in the way of education or mental discipline.

Add to this the 3 Word-Building Principles given above, which eliminate unnecessary memory work in the province of the **Vocabulary:**

Suppose you learn 1000 root words in Esperanto:

Then (1) applying the grammatical endings -O, -A, -E, -I you have **4000** words at command.

(2) applying an average of 10 of the 30 affixes to each of the 4000 you now have **40,000** words at your command.

(3) adding words formed with two or more words made by adding one root to another root we easily bring the number of words at your command up to **50,000.**

LEARN 1000 WORDS AND YOU HAVE 50,000.

Suppose you learn 1000 root words in Latin, French, Spanish, German, or Russian

You cannot with certainty apply any principles of word-building.

So that

LEARN 1000 WORDS AND YOU HAVE BUT THEM and for the derivatives must learn about 49,000 new root words.

Conclusion

For **linguistic training** and **mental discipline** the appropriate medium is the International Auxiliary Language, Esperanto.

(In addition of course to the advantage of being able to communicate with the hosts of Esperantists in every country in the world)

For the **practical ends** of commerce or close acquaintance with this or that foreign literature or civilization it is useful to study the modern languages, and the one needed can be more rapidly (because more systematically) acquired after the thoro drill in linguistic principles that comes from the study of Esperanto.

ESPERANTO SHOULD BE THE FIRST FOREIGN LANGUAGE IN SECONDARY SCHOOLS.

AN OUTLINE COMPARISON OF GRAMMAR

*Approximate.

Latin	French	Spanish	Esperanto	German	Russian
Spelling					
phonetic	chaotic	regular	phonetic	regular	cons. change
Pronunciation					
simple	difficult	simple	simple	difficult	difficult
Word accent					
irregular	none	irregular	always on penult.	irregular	double, irreg.
Article: (definite)					
none	3 forms	5 forms	la (or l')	7 forms	none
Article: (indefinite)					
none	2 forms	3 forms	none	6 forms	none
Noun: characteristic ending					
none	none	none	-o	none	none
Gender					
arbitrary	arbitrary	arbitrary	natural	arbitrary	regular
Plural sign					
19 forms	3 forms	2 forms	-j	7 methods	5 forms
Declensions					
5 of 6 cases	none	none	1, 2 cases	4 of 4 cases	8 of 6 cases
Case signs: genitive					
11 endings	3 forms	2 forms	de—	5 endings	14 endings
Case signs: dative					
10 endings	3 forms	2 forms	al—	5 endings	8 endings
Case signs: accusative					
9 endings	none	none	-n.	-n or none	21 endings
Irregular nouns					
250*	none	none	none	50*	many
Adjective: characteristic ending					
none	none	none	-a	none	2 declensions
Adjective inflection: attributive, agrees with noun in—					
g. n. and c.	g. and n.	n.	n. and c.	n. and c.	g. n. and c.
Adjective inflection: predicative agrees with noun in—					
n. and c.	g. and n.	n.	n.	invariable	g. n. and c.
Comparative					
inflection dif.	plus—	mas.—	pli—	infl. dif.	bolyee—or inflection
Superlative					
inflection dif.	le plus—	el mas—	plej—	inflection dif.	5 methods uninfl.
Irregular comparisons					
60*	3	4	none	14	35*

Numerical elements: cardinals					
39	16, cp. dif. 28		12 and cp. 22		13
Numerical elements: ordinals					
37	from card., 2 sp.	31	add —a to card.	from card., 1 sp.	from card., 4 sp.
Numerical elements: fractionals					
many sp.	ord., 3 sp.	ord., 1sp.	add-on to card.	add-tel to card., 1 sp.	ord. and chast, 3 sp.
Pronouns: personal					
17 forms	21 forms	25 forms	10 forms	16 forms	10 forms
Pronouns: possessive					
6 forms	22 forms	15 forms	add-a to personal	12 forms	10 forms
Inflection of personal pronouns					
sp.	sp.	sp.	like noun	sp.	sp.
Inflection of possessive pronouns					
as adj.	as adj.	as adj.	as adj.	as adj.	as adj.
Verb: simple forms					
450*	138	174	6	29	100
Verbs: conjugations.					
4	3	3	1	2	4 (25* sorts)
Auxiliary verbs					
1 (esse)	2	3	1 (estas)	3	7
Participles					
20	6	6	6	2	16
Irregular verbs					
725*	330*	810*	none	200*	20*
Adverbs: ending					
-e, -um, -ter	-ment	-mente	-e	-lich	-o, -ski
Adverbs: comparison					
as adj.	as adj.	as adj.	as adj.	as adj.	as adj.
Prepositions: case governed					
2	(pronouns)	(pronouns)	2	3	5
Prepositions: meaning					
idiomatic	idiom.	idiom.	1, logical	idiom.	idiom.
Conjunctions: mood governed					
idiom.	idiom.	idiom.	logic	logic*	idiom.
Grammatical endings (including characteristic signs of major parts of speech).					
530*	150*	180*	17	60*	160*
Irregularities					
1000*	330*	810*	0	250*	135*
Total forms to memorize					
1530*	480*	990*	17	310*	295*

The attention of the student studying any of the above foreign languages is fixed upon the irregularities, the many grammatical endings, and the rules without logical cause; when he studies Esperanto his reason is at work, not merely his memory; his attention is fixed on **analysis of the fact** and the expression of that fact logically. **Which process will best develop his sense of grammar, and his general mental ability?**

THE SOURCE OF ESPERANTO ROOTS

Italian	French	Spanish	Esperanto	German	Russian
1. idilio	idylle	idilio	idilio	Idylle	idilliya
banco	banque	banco	banko	Bank	bank'
telegrafare	télégrapher	telegrafar	telegrafi	telegraphieren	telegrafirovaty
elastica	élastique	elastica	elasta	elastisch	elasticheskij
bruna	brun	bruno	bruna	braun	brunet
2. dormire	dormir	dormir	dormi	(Dormitorium)	(dormes')
nebuloso	nébuleux	nebuloso	nebulo	Nebel	—
(episcopale)	(épiscopal)	(episcopal)	episkopo	(episkopal)	episkop'
capitulare	capituler	capitular	kapitulaci	capitularen	kapitulirovaty
sabato	(sabbat)	sabado	sabato	(Sabbat)	(subbota
3. scienza	science	ciencia	scienco	—	—
abbonare	abonner	abona	aboni	abonniren	abonirovaty
finestra	fenêtre	—	fenestro	Fenster	—
—	—	—	ofte	oft	—
—	corbeille	—	korbo	Korb	—
barile	—	—	barelo	—	—
4. gravida	—	—	graveda	—	—
legno	—	—	ligno	—	—
—	—	—	meleagro	—	—
—	—	—	poligono	—	—
—	—	—	kaj	—	—
—	—	—	nur	nur	—
anche	—	—	ankaŭ	—	—
—	chez	—	ĉe	—	—
—	—	en	en	—	—
—	—	—	krom	—	kromye

REMARKS

1. All international roots which with identical meaning and almost identical form are found in practically all civilized languages are **ipso facto** part of the Esperanto vocabulary. There are thousands of such words, especially scientific and technical terms.

2. Oftentimes, again, while the word for the root idea differs in various languages, a common root is found in the derivatives, which is accordingly used in Esperanto for the main idea. Thus we see above that the Latin root **dorm-** ("sleep") occurs in both Teutonic and Slavic languages. The German **Nebel** ("fog") is identical with the Latin root nebul- in English and the Romance tongues. While the Greco-Latin **noun** for "bishop" appears unmutilated only in Russian, its **adjective** is identical in all languages.

Sometimes an international root is discovered among less commonly used synonyms of the various languages. Thus the idea of "surrender" is also rendered by the more formal "capitulate." But this root is found in all languages, therefore "to surrender" is in Esperanto **kapitulaci.**

Finally, where an international root varies somewhat in meaning in certain languages, Esperanto is likely to adopt that root, and use it

in its most distinctive sense, even though that sense may be less international. We see that Esperanto uses **sabato** in the Italian-Spanish sense of "Saturday."

3. Where even through derivatives it is impossible to find a completely international root, Esperanto has recourse to the principle of "maximum internationality"—selecting the root that is common to the most languages. Where they differ somewhat in form Esperanto generally adopts the form in the parent language from which the modern words are derived.

4. For comparatively few ideas every language uses a different root. In such cases Dr. Zamenhof's first recourse was to the Latin, as a semi-international language. This was particularly likely to be the case if the Latin coincides with the Italian (as with **graveda,** "pregnant," **ligno,** "wood," or in the case of botanical and zoological names, where of course the Latin form is known to all scientists, thus **meleagro** (from L. **meleagris),** "turkey," **poligono,** "buckwheat" (from L. **polygonum**).

When the Latin root is for various reasons unsuitable, as is often the case, the most suitable root is adopted from another language. Thus the most distinctive and euphonious word for "and" is the Greek **kaj,** for "only" German **nur,** for "also" Italian **anche,** for "at" French **chez,** for "in" the Spanish form, for "besides" Russian **kromye.** (Of course all words are conformed to the spelling and grammar of Esperanto, which last are, as we shall see, themselves derived from the national and classical languages.)

TWENTY-FIVE ROOTS IN ORDER
from Edinburg Dictionary

French	Spanish	Esperanto	German	Russian
Parisien	espartano	an-	an	amerikanets'
pimpernelle	pimpinela	anagal-	Pimpernelle	mokritsa
anagramme	anagrama	anagram-	Anagramm	perestavka buk'
analitique	analitico	analitik-	analytisch	analitika
analyser	analizar	analiz-	Analyse	analizirovaty
analogie	analogia	analogi-	(analogisch)	analogiya
banana	anana	ananas-	Bananasfeige	ananas'
anarchie	anarquia	anarhi-	Anarchie	anarxiya
canard	anadon	anas-	Ente	utka
anathème	anatema	anatem-	Kirchenbann	anathema
anatomie	anatomia	anatom-	Anatomie	anatomity
anchorète	anachorete	anakoret-	Einsiedler	skitnik'
anecdote	anecdota	anekdot-	Anekdote	anekdot'
annexer	anexar	aneks-	anfügen	prisovokupity
anémie	anemia	anemi-	Blut-Armuth	anémiya
anémone	anemona	anemon-	Anemone	anemon'
anesthésie	anestesia	anestez-	Unempfindlichkeit	anesteziya
angélique	angélica	angelik-	Angelicawurzel	angélica
(angiologie)	(angiologia)	angi-	Ader	zhila
anguille	anguilar	angil-	Aal	ugory
angine	angina	angin-	Halsbraeune	angina
angle	angulo	angul-	Winkel	ugol'
ange	angel	anĝel-	Engel	angel'
anglais	inglés	angl-	Englaender	Anglichanin'
anis	anis	aniz-	Anis	anis'

Of the root words, 83 per cent are found in English, 88 per cent in French, 85 per cent in Italian, 82 per cent in Spanish, 81 per cent in Portuguese, 76 per cent in German, 64 per cent in Latin, and 42 per cent in Russian.

"LEARN FRENCH"

By all means. Aside from the sentimental interest of the language on account of our boys being, or having been, "over there," it is an undoubted fact that of all the European national languages French holds first place as a go-between among the Allies. It is a trite saying, and to a large extent a true one, that it is " the language of diplomacy." Of course the trouble with French is the same as the trouble with English and every other national language: (1) that it gives one people entirely too great an advantage over other peoples; (2) that its genius is too local to naturally voice international needs; (3) and most important, that it is too hard to learn for the rank and file of democracy. In this age we can no longer entrust matters of peace and war, the boundaries of nations, the regulation of commerce, and the like, to the closed circle of those linguistically educated. There will come a time when the common people will demand that the text of treaties and all international agreements shall be accessible to all, not at second hand through translations, but in the original form of some neutral language which all can understand. Only thus can the dangers of "private interpretation" on the part of each country or linguistic group be eliminated.

Meanwhile "learn French" by all means. And you can learn French quickest by learning Esperanto first. This is true for the same reason that it is easier to mount from the floor to a table by means of a chair than directly. Esperanto is the chair. In its grammar, its vocabulary, its spirit, it occupies a central place among the modern languages. It is the scientific norm, in the light of which the various idiomatic divergencies are seen in their mutual relations. It has been shown in tests without number that the average school child learns Esperanto plus a national language in at least half the time it takes to learn the national language alone. Take a very simple illustration. We give a brief extract from the Cours Methodique d' Esperanto, themes, followed by the corresponding extract from the Esperanto edition, followed in turn by an English translation. Notice how the Esperanto takes the middle place, so that it is comparatively easy by means of it to pass from either national language to the other.

La France avait, en 1792, déclaré la guerre aux rois et annoncé la paix aux nations. Elle avait triomphé des rois et c'est sous l'effort des nations qu'elle succomba. La Révolution s'était arrêtée en France et figée, en quelque sorte, dans le despotisme militaire, mais, par l'œuvre même de ce despotisme, elle continua de se propager en Europe, dont la guerre simplifiait étrangement la carte.

Francio en 1792 proklamis la militon kontraŭ la reĝoj, kaj anoncis la pacon al la nacioj. Ĝi estis venkinta la reĝojn kaj sub la nacioj kunstreĉantaj siajn fortojn ĝi falis. La Revolucio estis haltinta en Francio kaj kvazaŭ malfluidiĝinta en militista despotismo, sed per la agado mem de tiu despotismo ĝi daŭrigis propagandiĝi tra Eŭropo, kies karton milito estis strange plisimpliganta.

France in 1792 had declared war on kings and proclaimed peace among nations. She had triumphed over the kings and it was to the exertions of the nations that she succumbed. The Revolution came to a stop in France and was fixed, as it were, in military despotism, but as the effect of that despotism it continued to be propagated in Europe, whose map was strangely simplified by the war.

SOME ESPERANTO INSTITUTIONS

Central Office (Paris: secretariat of the Lingva Komitato and the Konstanta Komitato de la Kongresoj; aids in general propaganda; statistics; documents; bibliography; an annual; Officiala Gazeto.

Language Committee: formed to preserve the fundamental principles of E. while controlling its evolution; some 150 members under 9 leaders.

Esperantist Academy: 18 chosen by Lingva Komitato to organize its work and formulate its decisions; supervises vocabulary, grammar, publishing commission, and national subcommittees on publication.

Permanent Committee on Congresses: arranges with local committees for the annual world congresses and prepares their reports.

International Union of E. Societies: unites with the national E. societies for common propaganda; made up of delegates elected by member societies.

E. Exchange (London): Cashes checks from all lands in all coinage units; deals with international business relations, foreign drafts, etc.

Saxon E. Institute (Liepsic): under Ministry of Interior of Saxony; state library of E.; examinations in schools in Leipsic, Dresden, Chemnitz, Plauen and Zwickau.

E. Literary Association: unites with lovers of literature and authors; reads mss.; recommends good books; bulletin of linguistics and literary questions.

Universal E. Association (central office at Bern): a neutral organization to promote all relations material and moral among men, and to bind members together. Each member has the right to aid from delegates in every part of the world; addresses in official yearbook; upon 24 hours' notice the local delegate is to do all in his power to aid the visiting member (if a foreigner, through their common knowledge of E.). The U. E. A. monthly, "Esperanto," is the leading E. publiciation of the world.

The **World Congresses** each year are perhaps the greatest of all Esperanto institutions. The first occurred in 1905, each succeeding congress brought new triumphs in recognition. The tenth was assembling in Paris on August 1, 1914. Men of all races converse on an equal footing. There are also local congresses as that to be held this summer in Montreal for all North America, July 9 to 13.

There are, too, special E. societies and Esperanto subgroups of international societies often with special periodicals; e. g., the International Association of Teachers which published the Internacia Pedagogia Revuo from 1908 till the outbreak of war.

The world war with its various national legal restrictions has temporarily stopped publication of many of the international journals but the following are now appearing:

Amerika Esperantisto, West Newton, Mass., U. S.
Argentina Esperantisto, Belgrano 865, Buenos Aires, Argentina.
Blanka Kruco, Volksheilzentrale, Graz, Hungary.
Brazila Esperantisto, Praca Quince de Novembro, Rio de Janiero, Brazil.
British Esperantist, 17, Hart St., London, W. C.

Bulteno de Katalunya Esperantista Fed., Aribau, 55 Barcelona. Cata'onia, Spain, via Massague 51 Salvade, Spain.
Bulletin de H. C. E., 28 Shinagawacho, Kanazawa, Japan.
Bulteno d'Information Esperantiste, 51 rue de Clichy, Paris, France.
Eklezia Revuo, Farnley Tyas Vicarage, Huddersfield, England.
Esperanto, (U. E. A.), 10 rue de Bourse, Geneva.
Esperanto, 77 Santa Fe, Bahia Blanca, Argentina.
Esperanto Finlando, Alberga Vilho Setala, Finland.
Esperanto Ligilo (in Braille), Majorsgatan 12, Stockholm, Sweden
Esperanto Monthly, 17 Hart St., London, W. C.
Esperanto Raporto, Denmark. F-ino A. Rybbo Fullaendvey 57, Copenhagen.
Esperanto Spiegel, ?, Germany. **Volga Pioniro**, ? Russia.
La Espero, Huddinge, Sweden.
Esperantista Voĉo, Salo Grenkamp, Dietla 62, Krakow, Poland.
La Esperantisto, Calle 6, no. 537, La Plata, Argentina.
Estonto, Anth. C. Bakels, Postbox Haarlem, Holland.
La Evolucio, Chinese P. O. Box 117, Shanghai, China.
Fluganta Skribilo (shorthand) ?
France-Esperanto, 51 rue de Clichy, Paris, France.
Germana Esperantisto, Ader and Borel, 40 Struvestrasse, Dresden A, Germany.
?Hina Brileto, care of K. C. San, 11 Lin yen Rd., W. Gate, Shanghai, China.
Hispano Esperantisto, Pasaje del Comercio 8, Madrid, Spain.
Holanda Pioniro, J. L. Bruijn, 37 Paul Krugerlaan,'s-Gravenhage, Holland.
Hungara Esperantisto, Szentharomsagutca 30, Szeged, Hungary.
Hungara Revuo, Kammermayer Karoly u 3, Budapest 4, Hungary.
Japana Esperantisto, 155 Kogaj-Cho Azabuku, Tokio, Japan.
Le Monde Esperantiste, 3 rue Sophie-Germain, Paris, France.
Libera Torento, 48 Birja psk., Saratov, Russia.
Literaturo, C. H. Edmonds, 254 Wightman Road, Hornsby, London, N. S.
Londona Rondiranto (mss), Mr. F. Baldwin, 40 Huntindon Road, E. Finchley N 2.
Nederland-Esperanto, no 10337, Amsterdam, Holland.
Nederlanda Katoliko, Postbox 5, 's—Hertogenbosch, Holland.
Nia Rondeto, (mss), Dr. W. A. Todd, Newcastle, England.
Ondo de Esperanto, 3 Lubjanskij, Moskow, Russia.
Petragrada Revuo, ? skoe obozrjenie, Petrograd, Russia.
La Progreso, Fr Kavan 6, Podebradova tr., Plzen, Bohemia.
Siberia Esperantisto (hekt) ? Siberia. **Verda Stelo**, ? Siberia.
Svisa Espero, Kulmannstr. 57 Zurich, Switzerland.
Teknika Revuo, 10 Hotelgasse, Bern, Switzerland.
Unuigita Tuthomaro, Bahai Verlag, G. m. b. H., Hamburg 35, Germany.
Volga Stelo, Sokolovaja ul 136, Saratov, Russia.

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ESPERANTO SCHOOL COURSES

Following the first international Esperanto congress in 1905, many schools took up Esperanto, e. g., Orleans, Chemnitz, Augsburg. In Hannover the Municipal Council authorized the teaching of Esperanto in all its schools and opened a special course for professors. The London Municipal Council opened courses in 15 schools. In 1906 the Paris Municipal Council founded an Esperanto course for primary schools of that city and a course at the Lavoisier Municipal High School.

From these beginnings the school courses have spread out over all the world till today one finds school courses in Christiania, Norway, Barnaul, Siberia; Edinburg, Scotland; Rio de Janiero, Brazil; the Chinese National University, Pekin, China, and various parts of the former Russian empire, not to forget one near at hand, Roxbury, Mass. Of course, everywhere this is the result of constant effort by Esperantists against the inertia of the timid majority, and the worship of precedent. We will cite a few instances.

In Helsingfors, Finland, Professor Ramstedt has had a course of 63 (Esperanto Finlando for February, 1919, reports new courses with over 90 students); Tammerfors a course of 50; Viborg two courses of about 50 each; Lahti 26, Lapua 15, Laihia ?, Isokyro ?, Vahakyro ?, Vaasa 40 odd, Abo two courses 14 and 36. The Tammerfors High School and two schools for boys and girls in Viborg and Abo, three schools at Borga, Kelvo, and Myllinaki have Esperanto courses. Helsingfors Normal Lyceum has its society. A petition recently sent to the Finland government committee on instruction by several of the National University professors and others asked that a state Esperanto normal institute be founded ; (2) that Esperanto should be allowed in all middle schools as a voluntary study; (3) that teachers be allowed to enforce the study of Esperanto; (4) that Esperanto teachers' diplomas be accredited; (5) that Esperanto be taught in schools for the blind. The head of the Bureau of Education and the Minister of Public Instruction are both strongly in favor (summarized from La Espero, Jan., 1919.)

In 1917, in Eccles, England, the Committee of Education, after poor success in teaching French in the elementary schools, decided to try out Esperanto as a regular subject. Two hundred scholars participated. At the end of three months they practically all understood spoken Esperanto, they were beginning to talk it with some facility and had just begun a correspondence with other Esperanto children in various countries of Europe, America and Asia. It was observed that for those children who had learned Esperanto, the English idiom was more easy. As a result 12 other committees have followed the lead of Eccles. The results under the title "The Modern Humanities" are obtainable at the B. E. A., 17 Hart St., London, W. C.; accounts have been translated into Swedish, Spanish, French, and probably other languages in local journals.

In May, 1917, a committee interviewed the Brazilian Director of Public Instruction and after an address in the Normal School May 30, courses with over 750 pupils started in 15 schools, also a course for teachers of whom 27 graduated. In August of 1918 a new Esperanto course was started in the Normal School with thirty students On October 31, 1918, a law was passed in the state of Sergipe officializing

the teaching of Esperanto in their public secondary schools. On January 11, 1919, the state of Rio de Janiero took the same step. As yet the courses are voluntary and the teachers paid only by preference in certification and at normal school. We have not as yet received news of the "fall" opening of the schools in Rio.

For five years, beginning in 1908, Esperanto was taught in the schools of Lille, to boys and girls of 12 and upwards. We submit a few facts from M. Durieux's article in Esperanto Monthly of March, 1919.

"I have experimented, so have many other French teachers. British professors have experimented. Lo, by various processes the different instructors in diverse lands have reached the same conclusions.

"I certify this

1. Esperanto makes possible foreign relations between children after three or four months of study. Their world limited to their own country becomes boundless.

2. Esperanto makes the learning of the national tongue more concrete, reasonable, a mental discipline. Whoever teaches Esperanto, teaches by Esperanto. Comparison opens one's eyes, makes one observant, suggests—it wakes up and enlightens the dormant and cloudy minds.

3. Esperanto makes easy education individual, national, and international, through direct and personal comparison, through the ceaseless interplay of minds under the guidance of the instructor who skillfully uses unexpected or prepared happenings. Esperanto in the school prepares, starts and directs social education in the path of the critical method.

"For me these three points are as certain as that 2 and 2 make 4, certain not because I have studied the question, but because I have experimented and learned the facts.

"It all makes me fight unceasingly to get Esperanto into my country's schools. But that is not enough—Esperanto with rare exceptions has everywhere the same effect in forming the young minds. Now if the educators in the various nations wish to fullfil their most noble duty, if they wish to bring together the minds to the same ideals; for example, to unbroken peace, they must educate the peoples in the same principles.

"F. Durieux,
Sec. of the International Teachers' Association."

SCHOOLS WHERE ESPERANTO HAS BEEN TAUGHT

This list, not exhaustive, compiled from Esperanto magazines. Abbreviations used: acad., academy; col., college; com., commercial; H. S., High School; ind., industrial; inst., institute; l., languages; p., pupils; pub. public; sch., school; sem., seminary; t., teacher; tech., technical; univ., university; etc.

1909 England, London: 23 sch.

1911 Turkey, Samos: 31 towns.

1912

Austria, Mikulavice: 100 p.; Pordubice: 45 p.; Budapest: 3 sch.; Debrecen: 2 sch.

Germany, Hannover: all primary sch.
France, Lyons: teachers, 40 p.

1913

Russia, Voznosensk, H. S.
France, Benne; Lille: 1500 p.
Spain, ——, Sem. Conciliar.
Sweden, Gefle: univ. and pub. sch.
China, Pekin: 120 p.; Shanghai: 60 p.; Wu Chow: 90 p.
Hungary, Grase: 30 p.
Usono, Ohio, Newcastle: H. S. Pa., Pittsburgh: univ.; acad. of science and art; Carnegie Inst. Fla., ——: Southland Sem. Mo., St. Louis: Christian Bros. Col. Mich., Pickford: pub. sch. Va., Richmond: John Marshall H. S.

1914

Brazil, Rio de Janiero: Inst. Polyglotico Campos; Col. Americano Braz.
Hungary, Budapest: Royal Hung. Com. Univ.; "Gimnasia"; Ungvar: State Clay and Ind. Dept. Sch; Csongred, Workmen's Royal Sch.
Austria, Vienna: Royal Univ.; Royal Tech. H. S. Prague: teachers of girls' schs. Trieste. Pilsen: business acad.
France, Grenoble: 200 p.; Paris: 13th sch. district; Portiers: acad.
Germany, Saxony: Normal Insts. at Auerbach, Chemnitz, Dresden, Leipsic, Plauen, and Zittau. Bavaria, Esp. Insts. at Munich and Augsburg. Hamburg, 15 t. Augsburg, middle grades; H. Ss.; Com. ss. Ratisbon; Chemnitz, State Tech. Sch.; Dresden; Nuremburg, private business sch; Friedrichs; Klothen, Polytech. Sch.; Dessau, Modern Sch. L.
Russia, Vladivostock: Orel "gimnasium"; Ufa "gimnasium"; sch. surveying; Zlatopol, agric. col.
India, Benares: Central Hindu Col., 50 p.
Italy, Bologna: Tech. Com. Sch.
England, Brentford: Rothschild Sch., 50 p.
Usono, Cal., Berkeley: Wellesley Sch. for girls; Redwood H. S.

1915

Spain, Barcelona: univ.
Russia, Astrakhan: Church Sem.
Argentina, Rosario: Col. Com. Ilbero.
Brazil, Campinas: Inst. Cezario Motta.
Usono, N. Y., New York: Washington Irving H. S. Mass., Medford H. S.; Pa., Philadelphia, Stephen Girard Col.; Fla., Palma Sola, Pinehurst Vocational Sch.

1916

Austria, Olomuic.
France, Algiers: People's Univ.
Russia, Tiflis, Women's Univ.; Kiev, Com. Sch.; Orel, Men's "gimnasium"; Odessa.
China, Hunan, 2 schs.; Nankin, State Normal Sch.
England, Bath: Duke St. Sch.; London: evening schs.; Isleworth: secondary sch.; Eccles.
Usono, Cal., San Francisco: Com. H. S.; Univ. Cal., summer; Ohio, Delphos: 8th grade.

1917

Austria, Vienna: com. dept. and modern l. sch.

England, Keighley: 1 sch.; Truro: Cornwell Sch. Com.; Glasgow: H. S. and pub. sch.; Whitehill sch; Sutherglen sch; Bride of Wier sch. Bradford; London, Morley Col.; Greenlane Sch.; Eastwood girls' sch.

Russia, Anapa: local sailors' sch; Lugansk: com. sch.; Odessa; Richelieu: men's "gimnasium"; Miakenko: women's "gimnasium"; Viazma: men's "gimnasium"; Astrakhan: 2 courses, com. classes; Irkutsk: Royal Sch.

France, Lyons: Socialist Sch.

Spain, Madrid: Com. H. S.

China, Pekin: National Univ., 300 p.

Brazil, Rio de Janiero: 14 schs., 600 p., 1 course for t.; Niteroy, normal sch.

1918

England, Bishop: Auckland County Sch. for Girls; Aberdeen: night schs.; Liverpool: Educ. Committee; Oulton Senior Com. Sch.; Cowdenbeath: evening sch., 2nd grade; Leith, Tech. Acad.; Lochgelly, evening continuation sch.; East Sch.; Edinburg: Tynecastle Supplementary Sch.; Donaldson's Hospital Sch.; Royal H. S.; Dunfermline.

Australia, Queensland: Educ. Dept., t.

Argentina, 10 sch.

Brazil, Rio de Janiero, 17 schs. Russia, Barnaul.

1919

England: Green Lane Sch., Eccles; Patricroft; Holycroft; Boys' Council Sch.; Eastwood Girls' Council Sch.; Keighley; Northcote Girls' Sch.; Armley; Leeds; Donaldson's Hospital, Edinburg; Bishop: Aukland County Sch. for Girls; Rochdale: for teachers; Manchester: for teachers; Liverpool: for teachers; Belham: night sch.; Camberwell: night sch.; Hammersmith: night sch.; Goran: night sch.; Edinburg: (4) night sch.; Glasgow: (5) night sch.

Belgium, Ghent: public school, 4 grades and sten.; Mt. St. Amand: Gemeente School, 2 grades.

OFFICE NOTES.

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Other regular matters are held over for the May issue.

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Ernest F. Dow, West Newton, Mass.

No bonds or mortgages.

(Signed) Ernest F. Dow, Bus. Man.

Sworn to and subscribed before me this 15th day of April, 1919.

Seal. Frank M. Grant, Notary Pubnic.

My commission expires Dec. 10, 1920.

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